

Description, Rationale, Instructional Moves, and References for the Picture Word Inductive Model (PWIM)

Description

The picture word inductive model is an inquiry-oriented language arts strategy that employs photographs containing familiar objects, actions, and scenes to elicit words in children's listening and speaking vocabulary. This model helps students add words to their sight reading vocabulary, as well as their writing vocabulary. It also helps students discover phonetic and structural principles present in those words. This model includes both explicit instruction and concept formation lessons and is a multidimensional approach to literary development, one which encourages the use and integration of all actions and strategies emphasized in Every Child Reads. PWIM requires continuous modeling of reading and writing by the teacher and can also be used to teach students how to use observation and analysis in their study of reading and writing, as well as in comprehending and composing.

Emily Calhoun, 1999.

The basic moves of the PWIM stress these components of phonics, grammar, mechanics, language conventions, and usage:

- Students hear the words pronounced correctly many times and the picture word chart is an immediate reference as they add these words to their sight vocabulary. The teacher can choose to emphasize almost any sound and symbol relationship (introduced or taken to mastery).
- Students hear and see letters identified and written correctly many times.
- Students hear the words spelled correctly many times and participate in spelling them correctly.
- In writing the sentences, the teacher uses Standard English (transforming student sentences if necessary) and correct punctuation and mechanics (e.g., commas, capital letters). As different mechanical and grammatical devices are used, the teacher describes why the device is used. After several lessons and experience with the teacher modeling the devices, the students learn how to use them, too.

Calhoun, E.F. (1999) Figure 2.1 – *Overview of the Picture Word Inductive Model from Teaching Beginning Reading and Writing with the Picture Word Inductive Model*, ASCD, Alexandria, VA.

Rationale

- Can be used with classes of students with varied abilities and cultural backgrounds
- Builds vocabulary directly
- Motivating; promotes a feeling of immediate success among learners
- Uses students own developed language (listening and speaking vocabularies)



to add reading and writing to their communication repertoire

- Supports transition from spoken to written language; students can see the transformations from oral to written expression
- Builds concepts about how language works, from use of conventions and standard English, to more complex concepts such as paragraph development

Emily Calhoun, 1997.

Instructional Moves

1. Select a picture.
2. Ask students to identify what they see in the picture.
3. Label the picture parts identified.
 - a. Draw a line from the identified object or area
 - b. Say the word
 - c. Write the word
 - d. Have students spell the word with you
4. Read and review the picture word chart aloud.
5. Ask students to read the words (using the lines on the chart if necessary) and to classify the words into a variety of groups. Identify common concepts (e.g., beginning consonants, rhyming words) to emphasize with the whole class.
6. Read and review the picture word chart (say the word, spell it, say it again.)
7. Add words, if desired, to the picture word chart and to the word banks.
8. Lead students into creating a title for the picture word chart. Ask students to think about the information on the chart and what they want to say about it.
9. Ask students to generate a sentence, sentences, or a paragraph about the picture word chart. Ask students to classify sentences; model putting the sentences into a good paragraph.
10. Read and review the sentences and paragraphs.

E.F. Calhoun, The Phoenix Alliance.

References

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- Joyce, B., Hrycauk, M., & Calhoun, E. (2001) A second chance for struggling readers. *Education Leadership*. March, 2001, 42-46.
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